Lesson Plan

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Unit: Factors that contribute to the enslavement of African Americans in North America

Rationale:

This lesson is designed to describe the feelings of pain and pride an African father experienced in losing a son to slave trade. The lesson takes place in conjunction with the reading of *Never Forgotten* by Patricia C. McKissack. The students will create an African word wall and an illustration on construction paper of the four elements. By doing so, students will gain a cultural understanding of the role of the four elements played in African society. To address content standards, students will study and examine African poems and create their own poems about the four elements. Students will share and compare their poems and graphic organizers with classmates in the form of a discussion.

Standards:

(RA.I.9.5) Analyze an author’s perspective or viewpoint in a text.

(R.P.9.1) Apply reading comprehension strategies including comparing and contrasting, recalling and summarizing, and drawing conclusions.

(WP.9.1) Generate writing ideas through discussion with others.

Materials:

Copy of book, *Never Forgotten*

Construction paper

Index cards

Colored Pencils

Markers

Assessments:

Cornell note taking strategies

Graphic organizer/comprehension

Graphic organizer/Venn diagram

Rubric for word wall

Rubric for drawing illustration

Type II quiz

Design Qualities:

Affiliation

Affirmation

Content & Substance

Step One

Begin lesson by explaining that we will read an article on African slave trade in North America. Students will formulate, infer, explain, and answer questions about the article using Cornell note taking strategies.

Step Two

Give students time to read the article. Circulate room and assist students who need help with note taking.

Step Three

Read book, *Never Forgotten*, in a whole class setting. Students will complete a graphic organizer that centers on comprehension in the area of settings, characters, plots and events once the book has been completely read.

Step Four

Give students time to complete the comprehension graphic organizer. Circulate room and assist students that need help.

Step Five

Arrange students into groups of four, which each group being responsible for creating their own word wall of the four elements mentioned in the novel.

Step Six

Allow group time to create word wall.

Step Seven

Each group will display and present their word wall to the class.

Step Eight

Individual groups will complete a Venn diagram comparing and contrasting their word walls.

Step Nine

Allow time for groups to complete Venn diagram.

Step Ten

Students will go back into their groups and write a poem about an element, which they will also illustrate, on construction paper.

Step Eleven

Allow group time to complete these two activities.

Step Twelve

Students will share and explain their poems and illustrations in a class wide discussion.

Step Thirteen (final lesson)

Students will individually complete a quiz in the form of a type two question.

Question: How do you think the father felt when he realized he would never see his son again?